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ABSTRACT

The COPES Subsystem for the handicapped attempts to improve the quality and availability of occupational education for the handicapped student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the handicapped student; (2) offering professional assistance in subsystem application, (3) encouraging the involvement of many persons with views on a college's services, facilities and occupational offerings for the handicapped, and (4) two other methods. The application of the subsystem helps a college assess what exists in relation to what is desirable in occupational education for handicapped students. Application has the following steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

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COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

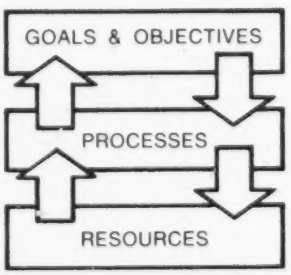
SUBSYSTEM:
HANDICAPPED

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
Palo Alto, California

development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES



JC 730 271

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Foreword

"Hire the Handicapped" is familiar and justified advice to employers. As has been proved, health-impaired men and women make excellent employees. But, first, before they can be employed and demonstrate their employment capability, the handicapped must be trained to be employable.

More and more in California, responsibility for their training is being assumed by the Community Colleges.

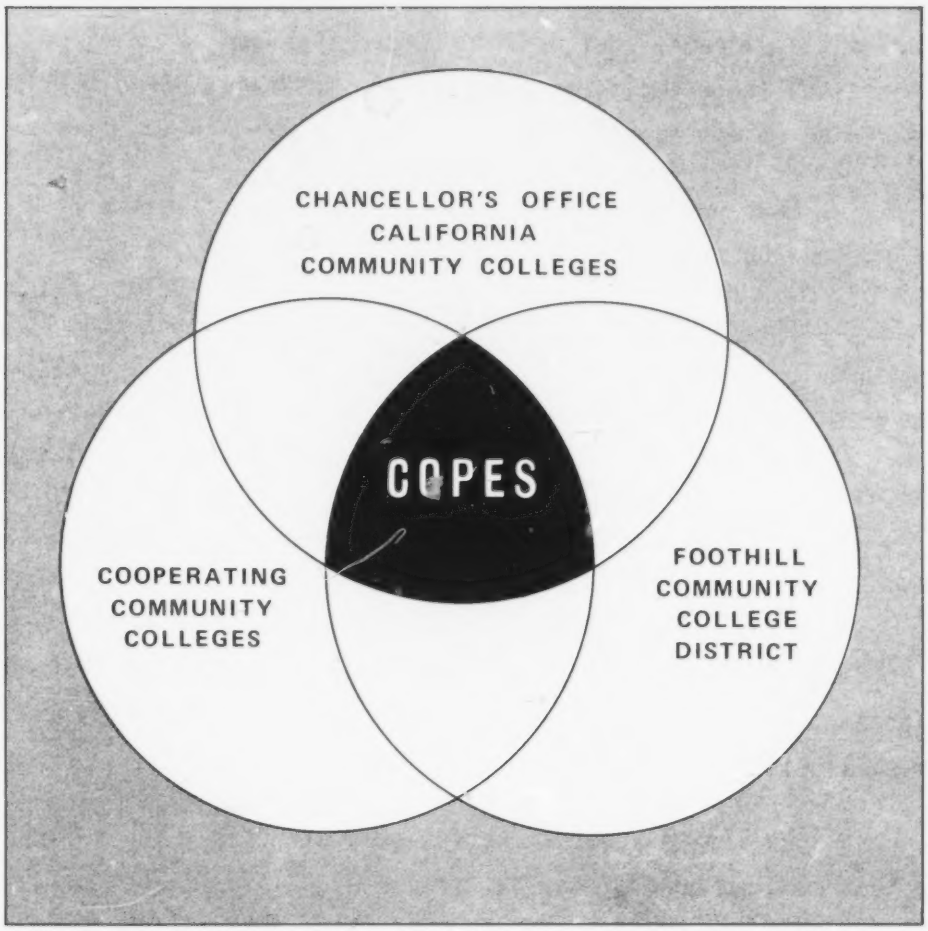
That is one reason I am particularly pleased that our sponsorship of COPES has resulted--among other accomplishments--in the development of a subsystem and the drafting of a guide for evaluation of Community College programs and services for the handicapped.

We are appreciative of the countless hours devoted to this important task by the many college and community representatives throughout the state who have been involved. It is our sincere hope that their efforts will be rewarded by future achievement of educational improvements through application of the subsystem and use of this guide.

We invite suggestions for subsystem and guide refinements so that maximum benefit may be derived by California Community Colleges and the handicapped students whose futures depend so significantly on the helping hand these institutions extend to them.

Sidney W. Brossman, Chancellor
California Community Colleges

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION



Introduction

In preliminary form, the COPES subsystem for evaluating programs and services for the handicapped represents a cooperative effort between local community colleges in California and the Chancellor's Office.

Teachers, counselors, administrators, students, advisory committee members and other community representatives were involved in the appraisals of college facilities, offerings and special accommodations for the handicapped which provided the groundwork for, and figured prominently in, the development of the subsystem. Most active were those directly enlisted in the project under the chairmanship of John R. McKinley, dean of administrative services at Chabot College. They included: Francisca Baldwin, coordinator of services to handicapped students at Pasadena City College; Dale Collins, specialist in academic programs, Chancellor's Office, California Community Colleges; Gary Graham, enabler for the physically handicapped at Fresno City College; Chester P. Gromacki, director of vocational education, Community College District, North Orange County; and Gilbert Ribera, enabler for handicapped students and chairman of the business division, Chabot College.

The dedicated work of all these men and women is gratefully acknowledged.

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COPES SUBSYSTEM: HANDICAPPED

WHAT THE SUBSYSTEM IS

COPES Subsystem: Handicapped is a specialized part of COPES (Community College Occupational Programs Evaluation System). It has as its purpose the improvement of the quality and availability of occupational education for the handicapped student who attends a California community college.

Modeled on the thoroughly tested, simple and consistent COPES system design, the subsystem facilitates achievement of its purpose by:

- Providing easily administered procedures and instruments for studying aspects of occupational education related to the handicapped student.
- Offering competent professional assistance in subsystem application.
- Encouraging the involvement of many persons with views on a college's services, facilities and occupational offerings for the handicapped.
- Identifying strengths and needs for improvement in occupational education for the handicapped.
- Establishing a framework for college planning and unified action in implementation of plans.

HOW THE SUBSYSTEM MAY BE USED

Application of COPES Subsystem: Handicapped will help a college assess what is in relation to what is desirable in occupational education for students with physical or mental handicaps who cannot or are not succeeding in regular occupational programs. Such students include those who are speech impaired, hard of hearing, deaf, seriously emotionally disturbed, crippled, neurologically handicapped, mentally retarded or visually impaired.

The subsystem may be used in conjunction with the overall COPES system, another subsystem (i.e., disadvantaged, consumer and homemaking education), or separately. It should be noted that while the overall COPES system includes appraisal of programs and services for the handicapped, the scope and depth of that appraisal obviously cannot be as extensive as the specially focused evaluation provided by the subsystem.

HOW THIS GUIDE SHOULD BE USED

The COPES Subsystem Guide: Handicapped, with procedures and instrumentation, augments the COPES System Guide. Since the System Guide contains important general information not duplicated here, it should be studied together with this guide by any college considering application of the subsystem.

APPLICATION OF COPES SUBSYSTEM: HANDICAPPED

STEPS IN APPRAISAL

STEP ONE--College Decision

See same step in COPES System Guide.

STEP TWO--Preliminary Contact

See same step in COPES System Guide.

STEP THREE--Team Formation

Where the handicapped subsystem is to be used in conjunction with a COPES system appraisal, the COPES site visit team is selected to include one member specially oriented and prepared in programs and services related to the handicapped. This member should be expected to perform as a team generalist in addition to the special subsystem assignment. He will spend from 1 to 3 days of his site visit time in coordinating subsystem activities, depending on the magnitude of the college's programs and services for the handicapped.

Where the handicapped subsystem is to be used independently of a COPES system appraisal, the COPES site visit team will have 1 to 3 members, dependent on the magnitude of programs and services for the handicapped. The team will consist of experienced occupational education specialists in the subsystem area.

The subsystem specialist on a system appraisal team or the person appointed chairman of a subsystem team becomes, from the time of his appointment, the official liaison representative concerning application of the subsystem. From the time of team selection this person is the intermediary between the college and all persons outside the district assisting in the study.

STEP FOUR--College Orientation

Where the handicapped subsystem is to be used in conjunction with a COPES system appraisal, the orientation and planning visit of the site team chairman includes, in addition to the procedures described under this same step in the COPES System Guide, preparation for the subsystem application, including:

- The schedule for distribution, collection and forwarding of subsystem perceptions instruments.
- The detailed schedule for the subsystem aspect of the site visit.
- The specific college materials relating to the handicapped that will be included in the package to the subsystem specialist on the team prior to the team visit or be made available during the visit. Included might be organization charts indicating the allocation of responsibilities for occupational education programs and services for the handicapped.

Where the handicapped subsystem is to be used independently of a COPES system appraisal, the orientation and planning meeting purposes are identical to those described under this same step in the COPES System Guide, except that only subsystem activities and arrangements are discussed.

(See page 10 for orientation procedures.)

STEP FIVE--Completion of Instruments

College personnel and others in the district participating in the subsystem application complete and return their perceptions instruments. (These instruments are briefly described on page 8 and are shown in the instrumentation section of this guide.)

Except for Form H-1, which is the official college position, all subsystem instrument responses are confidential. They will therefore be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center, which will tabulate the data in readily usable form.

STEP SIX--Team Site Visit

The general plan and mission of any COPES team site visit is essentially as described under this same step in the COPES System Guide. Prior to the visit, whether the subsystem is being applied in conjunction with the system or independently, each subsystem team member will have received pertinent college materials and the following:

- A copy of Form H-1 (the official College Self-Appraisal of occupational education for the handicapped, signed by the president).
- Computer tabulations of the perceptions of various groups.
- A schedule of site visit activities.

Where the subsystem is applied in conjunction with the system, the subsystem specialist is assigned regular functions of the site visit schedule in accord with the demands of the subsystem schedule. Priority consideration is given to the subsystem assignment and his responsibility to validate the college self-appraisal of programs and services for the handicapped.

Typically, where the subsystem is applied independently, the site visit will be of 1 to 2 days duration.

Whatever the form of application, delegated subsystem responsibilities during the site visit will include:

- A site team organizational meeting, normally held the evening before visiting the college, and limited to site team members. Specific assignments are determined, and schedules and responsibilities clarified. (Note: Where a single specialist is assigned to apply the subsystem independently of a system appraisal, this organizational meeting may be replaced by a conference with the college enabler for handicapped programs.)

- One full day or more of data gathering. Included will be such activities as: visit to special on and/or off campus facilities and areas provided for the handicapped, and in-depth interviews with key counselors, students, division-department chairmen, administrators and community representatives. A comprehensive interview should be held with the chief occupational administrator and other college persons assigned special responsibility for occupational support services and instruction for handicapped students (e.g., the enabler for handicapped students). Illustrative pertinent topics for investigation are: special classes; adaptive instructional equipment, instructional materials and individualized instruction; use of tutors and facilitating aides to the handicapped; mobility assistance; counseling and guidance, placement activities and follow-up; vertical and horizontal articulation in particular relationship to the handicapped student; administrative organization and the allocation of financial resources for handicapped programs; relationships with the Department of Rehabilitation and the use of other community agencies working with the handicapped, including any pertinent advisory committees.

- A meeting of the team to prepare the oral presentation to the college. Where the subsystem is applied in conjunction with the system, the subsystem specialist(s) will synthesize perceptions of all team members, utilizing Form H-7 (Summary Profile by Site Visit Team). Where the subsystem is applied independently, team members will reach a consensus on their perceptions of various aspects of the support services and occupational programs provided for the handicapped (again utilizing Form H-7). These perceptions will be related to the college's official

self-appraisal as well as to the perceptions of participating groups. Concurrences and disparities will be noted and used as the basis for the oral presentation. Team spokesmen will be selected and the presentation agenda planned. Typically, where the subsystem is applied in conjunction with the system, the team member(s) specially designated to apply the subsystem will act as spokesman (or spokesmen) for that portion of the presentation.

- Oral presentation and informal discussion of findings. Where the subsystem is applied in conjunction with the system, the oral presentation of the subsystem findings may either be conducted separately or as part of the system presentation, as described under this same step in the System Guide. Where the subsystem is applied independently of the system, or where the subsystem presentation is conducted separately from that of the system, this meeting normally will be held with the college president and key members of his administrative, instructional and student personnel staff who have special responsibilities or interests in support services and occupational programs for the handicapped. This meeting should facilitate a spontaneous interchange of views and clarification of information.

- Written report. Before termination of the site visit, a written report summarizing the oral discussion will be completed in draft form by the person designated for this assignment. It should be given to the team chairman for inclusion in the overall site visit written report.

STEP SEVEN--Written Report

Where the subsystem is applied in conjunction with the system, the draft written report will be edited as necessary, prepared in final form and forwarded to the college by the system team chairman as part of the system written report. Where the subsystem is applied independently of the system, the draft written report--after editing and preparation in final form--will be forwarded to the college by the subsystem team chairman.

In either case, the report is for the use of the college leadership in dissemination of the findings and will summarize:

- When and where the oral presentation was held, and who was in attendance.
- Strengths of the college's occupational education support services and instructional programs for the handicapped, as perceived by the site visit team.
- Needs for improvement meriting priority consideration.
- Other information deemed constructive.

Appended to the report will be Form H-7 (Summary Profile by Site Visit Team). Other pertinent appendices also will be attached, to include such details as team membership, team site visit activities, sources of information in general terms, and summaries of subsystem perceptions of college staff, students and community representatives.

INSTRUMENTATION

To facilitate its application, COPES Subsystem: Handicapped provides several easily used instruments. These include:

- Form H-1, College Self-Appraisal. Signed by the president of the college. Represents the official

college view of this special program of support services and instruction. Contains the basic factual information as well as a self-rating on various aspects of the college's occupational education system for the handicapped. Forwarded by college to designated COPES service center. Reproduced by the center and distributed to subsystem team member(s) prior to site visit.

- Form H-2/3, College Professionals' Perceptions. Completed by the college enabler for handicapped students, occupational instructors, division-department chairmen, counselors and administrators. Provides their perceptions of the special programs and services for handicapped students at the college, from viewpoint of their programs and services. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center. At center, coded by occupational program or service and tabulated. Results furnished to subsystem team member(s) prior to site visit.

- Note: No Form 4 in subsystem.

- Form H-5, Student Perceptions. Short form which provides handicapped and other students in occupational programs an opportunity to express their views of the support services and occupational programs in which they are participants. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to subsystem team member(s) prior to site visit.

- Form H-6, Community Perceptions. Short form designed to obtain views of community representatives and advisory committee members on the programs with which they are affiliated. Forwarded unopened to COPES service center

for tabulation. Results distributed to COPES subsystem team member(s) prior to site visit.

- Form H-7, Summary Profile by Site Visit Team. Used by site visit team in summarizing their perceptions of various aspects of programs and services for the handicapped at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.
- Form 8, Information Gathering Sheet. For use by COPES subsystem team member(s) for taking notes during site visit. (See COPES System Instrumentation.)

ORIENTATION

Where the subsystem is applied in conjunction with the system, it is desirable to add to the procedures suggested under this same heading in the COPES System Guide a supplementary orientation session for the college professional staff who will be completing detailed perceptions instruments (Forms H-1, H-2/3) and may be interviewed in depth during the subsequent site visit. Typically these professional staff include:

- College enabler for handicapped students and others with special responsibilities for the handicapped.
- Occupational education teachers, department heads and division chairmen.
- Counselors and other involved student personnel staff.
- College general administrators, including directors and general coordinators of occupational education.

Preferably this supplementary session should be conducted by the site visit chairman during his orientation visit. Subsequent presentations, if desired, may be made by a designate at the college.

Other types of orientation as proposed under this same heading in the COPES System Guide may also be utilized for persons involved in the process in lesser detail, as well as for college staff not involved.

Where the subsystem is applied independently of the system, it is equally important to assure that orientation be thorough and sufficiently widespread. For example, members of the college professional staff who will be most directly involved through perceptions instruments and interviews should be shown both the general COPES slide presentation (see under this same heading in the COPES System Guide) and the COPES subsystem slide presentation.

ACTION BY COLLEGE

As with the overall COPES system, so with this subsystem: The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months, whether the subsystem is applied in conjunction with the system or separately. The elapsed days from Step 1 for each of the succeeding steps are shown on page 12. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES subsystem activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written summary of oral presentation	65

* Based on 5-day work week.

PARTICIPANT TIME REQUIREMENTS

The amount of time required of college participants in applying the subsystem has not been sufficiently field-tested to provide accurate estimates. It will depend upon the extent to which the college desires to involve teachers, administrators and counselors, students, and community representatives in this subsystem appraisal. Because fewer total people will be involved, the total amount of time should be substantially less than for the COPES overall system. Tested individual participant time requirements relating to the overall system appear in the COPES GUIDE describing the system.

INSTRUMENTS
COPES Subsystem: Handicapped

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL
OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES
FOR THE HANDICAPPED

This form, when completed by the president of the college, or his designate, and signed by the president, will represent the official college view of its system for servicing the needs of handicapped students enrolled in occupational programs.

The form consists of two parts:

Part I - Basic factual information

Part II - Self-rating on various aspects of the college's system

In both parts the response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Your candid responses on items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement. When ***poor*** through ***excellent*** responses are requested, ***poor*** ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

The information you provide will be distributed on a confidential basis to the COPES subsystem site visit participant(s) prior to the visit to your campus. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form (typically the director or coordinator of occupational education for the college or the college enabler for the handicapped) and by the college president.

Thank you for your cooperation in the interest of quality occupational education programs and services for the handicapped.

Person Completing This Form:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

President:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PART I

BASIC INFORMATION

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

A-1 To what extent do goals and measurable objectives exist for specific occupational programs for the handicapped?

(1) _____ Established in every occupational program
(2) _____ Established in over 75% of occupational program and service areas
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't Know

A-2 How would you rate the extent to which the planned enrollment of handicapped students in regular occupational programs has coincided with the stated goals of recruitment?

(1) _____ Excellent (2) _____ Good (3) _____ Acceptable (4) _____ Below Expectations (5) _____ Poor
(6) _____ Don't Know

A-3 How would you rate the extent to which the retention rate of handicapped students has in regular occupational programs coincided with the stated goals of retention?

(1) _____ Excellent (2) _____ Good (3) _____ Acceptable (4) _____ Below Expectations (5) _____ Poor
(6) _____ Don't Know

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS

B-1 What was the full and part-time enrollment of your college at the initial attendance report period of this year? _____

B-2 What was the enrollment of full and part-time handicapped students in regular occupational education programs at that time? (Unduplicated count) _____

B-3 How were these handicapped students distributed by regular occupational education program? Please attach if available a list of the enrollments by occupational program at the initial attendance report period of this year. (Unduplicated count)

B-4 What was the total enrollment of handicapped students enrolled in special modified occupational programs?* _____

B-5 (a) For which of the handicaps listed below are there occupational programs available at your college? List any programs that are particularly designed for the handicapped.

Handicap	Programs Available?	Particularly Appropriate Programs
(1) Visual	_____	_____
(2) Hearing	_____	_____
(3) Speech	_____	_____
(4) Mentally Regarded	_____	_____
(5) Serious Emotional Disturbance	_____	_____
(6) Orthopedic (crippled)	_____	_____
(7) Other Physically Impaired	_____	_____

*Special occupational programs designed for handicapped students who are not succeeding or cannot succeed in regular occupational programs (e.g., pre-vocational programs and special classes).

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS (Continued)

(b) Which of the following special courses for the various types of handicaps do you offer?

	Yes	No
(1) Speech therapy		
(2) Mobility training		
(3) Sign language		
(4) Adaptive physical education		
(5) Psychology		
(6) Other (list) _____		
_____		
_____		

B-6 What occupational education programs or courses for handicapped students have been added at your college in the past year? Four preceding years?

In the past year, these occupational education programs or courses were added:

In the preceding four years, these occupational education programs or courses were added:

B-7 What occupational education programs and courses for handicapped students have been deleted at your college in the past year? Four preceding years?

In the past year, the following occupational education programs and courses were deleted:

In the preceding four years, these occupational education programs and courses were deleted:

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS (Continued)

B-8 How would you rate the coordination of occupational programs and services for the handicapped with major community agencies and organizations in the area?

Agency	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
Veterans Administration						
Human Resources Development						
Department of Rehabilitation						
Welfare Department						
Other (specify)						

B-9 How would you rate the articulation of occupational programs for the handicapped with the major educational organizations in the area?

Educational Organization	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
High Schools						
Other community colleges						
ROC's and/or ROP's						
Four year colleges-univ.						
Other (specify)						

B-10 To what extent is vocational work experience for handicapped students included in your occupational education programs?

(1) _____ Included in every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't Know

		Yes	No
B-11	Do you do follow-up studies on former students with handicaps?	_____	_____
B-12	Does the school contact potential employers in an effort to get them to interview on campus?	_____	_____
B-13	Does the school provide prospective employers with information relating to the qualifications of college trained students?	_____	_____

B-14 What is done to educate employers to the advantages of hiring the handicapped (better attendance records, fewer on the job injuries, etc.)?

_____

_____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS (Continued)

		Yes	No
B-15	Do you provide classes in continuing education for people already employed?	_____	_____
B-16	Does the school obtain relevant employment information from Technical/ Vocational Advisory Committees?	_____	_____
B-17	How would you rate the degree to which handicapped students have been employed by local business and industrial firms?	_____	_____

_____ Excellent _____ Good _____ Acceptable _____ Below Expectations _____ Poor _____ Don't Know

B-18 (a) In relation to community needs, how would you rate the scope and quality of your college's provisions of special education and related services for the handicapped enrolled in occupational education (i.e., mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically handicapped, or other health impaired persons who by reason thereof require special education and related services)?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

(b) If either scope or quality is rated below excellent above, please state concisely what is required to achieve excellence. Use additional sheet if necessary.

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COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES

C-1 To what extent are your occupational education programs and services for the handicapped being conducted in accordance with your special district plan for the handicapped? Please check only one response.

a. _____ No differences between plan and practice.

b. _____ Only minor differences.

c. _____ Major differences.

If b or c, please concisely specify the difference.

C-2 To what extent are there available special services (e.g., tutoring, counseling, remedial programs) to assist in courses of studies for regular occupational education programs? Please check only one response.

(1) _____ Available for all programs and courses

(2) _____ For over 75% of the programs and courses

(3) _____ Over half

(4) _____ Over 25%

(5) _____ Less than 25%

(6) _____ None

(7) _____ Don't Know

C-3 Indicate below the services available to handicapped students:

		(Check)
(1)	Special counseling	_____
(2)	Rehabilitation Department Representatives	_____
(3)	Special testing and evaluation	_____
(4)	Information on available occupations	_____
(5)	Assistance at Registration	_____
(6)	Note-takers	_____
(7)	Interpreters	_____
(8)	'Large print' textbooks	_____
(9)	Braille, tape and recorded materials	_____
(10)	Magnifying-amplifying equipment	_____
(11)	Mobility assistance	_____
(12)	Special parking permits	_____
(13)	Ramps-curbing for wheelchairs	_____
(14)	Accessibility to all classrooms	_____
(15)	Specially equipped restrooms	_____
(16)	Specially equipped showers	_____
(17)	Specially marked campus maps	_____
(18)	Accessibility to bookstore, library, auditorium, gymnasium/fields, cafeteria	_____
(19)	Tutors	_____
(20)	Readers (i.e., for blind)	_____
(21)	Test-taking assistance	_____
(22)	Club/group activities	_____
(23)	Special resource center	_____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES (Continued)	Yes	No
C-4 Do you identify specific handicapped students by name and types of disability?	_____	_____

If yes, what use is made of this information?

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COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES - DISTRICT

D-1 a. At the initial attendance report period of this year, how many staff were assigned to work specifically in handicapped programs and/or support services in the following positions at your college?

Staff	Occupational Education Total			Handicapped Programs and Services Specifically		
	Full Time	Part Time	FTE	Full Time	Part Time	FTE
Administrators and Coordinators						
Instructors, Graded Day						
Instructors, Continuing Education						
Counselors						
Secretarial and Clerical						
Instructional Paraprofessionals (including tutors)						
Other Classified						
Other (specify)						
Total						

b. Please attach a list showing the distribution of occupational education staff assigned to programs and services for handicapped students, using the following format.

Assignment (Title)	STAFF		
	Full-Time	Part-Time	FTE
(i.e.: Enabler for Handicapped	1	-	.75)

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES - DISTRICT (Continued)

D-2 a. What was the operating budget of the college last year? $_____

b. What was the operating budget for occupational education last year? $_____

c. What was the operating budget for the 10% set-aside VEA funds for the handicapped last year? $_____

d. Please provide an attachment showing how these 10% set-aside funds were spent last year.

e. Please attach the VEA Plan for using these funds this current year.

D-3 For which handicapped areas does the district claim special State apportionment? (Please list)

D-4 In considering the source of funds being allocated to programs and services for the handicapped in the current year, indicate by rank their relative importance: ("1" = source of most funds)

Source	Rank
VEA 10% set-asides	_____
Special State apportionment	_____
Other federal-state project grants	_____
Local district revenues	_____
Other (list) _____	_____

D-5 Please list the titles, purposes, funding agency, and amount of funds received the past 3 years for special projects relating to the handicapped: (attach list if desired)

Project Title/Purpose	Agency	Amount
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

D-6 How would you rate the Board's policy commitment to occupational education for the handicapped through such tangible evidence as policy statements and budget support?

____ Poor ____Below Expectations ____Acceptable ____ Good _____Excellent ____Don't Know

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES – DISTRICT (Continued)

What are the evidences of this commitment? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of a lack of commitment? Please state concisely in space below and/or on additional sheet if required.

D-7 How would you rate the Administration's commitment to occupational education for the handicapped?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't Know

What are the evidences of this commitment? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of a lack of commitment? Please state concisely in space below and/or on additional sheet if required.

D-8 How would you rate broad faculty support of occupational education for the handicapped at your college?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES - DISTRICT (Continued)

What evidences are there, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

D-9 How would you rate community support for handicapped programs and services in occupational education at your college?

_____ Poor _____Below Expectations_____Acceptable _____Good _____Excellent _____Don't Know

What are the evidences of support? Please state concisely in space below and/or on additional sheet if required.

What are the evidences, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

D-10 Does the college have a special advisory committee(s) for the handicapped? _____ Yes _____ No

If yes, please list below:

D-11 How would you rate the effectiveness of the college in obtaining contributions of personnel, consulting assistance, equipment and/or funds for occupational education programs and services for the handicapped from labor, business, industry, and the professions?

_____ Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

What are the evidences of this support in recent years? Please state concisely in space below and/or on additional sheet if required.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PART II

SELF–RATING

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

Name of College _____

This questionnaire seeks to discover how well this college is providing instruction, counseling, and courses to prepare students for paid employment and job careers - students with handicaps/ disabilities such as to interfere with their employment opportunities.

On the following pages, the college administration is requested to self-rate various aspects of occupational education programs and services for handicapped students at the college. On some items substantial variation may exist among programs, departments or divisions. On these items, the respondent may, in addition to giving an overall rating, also desire to indicate his judgment of the perceived variation, as follows.

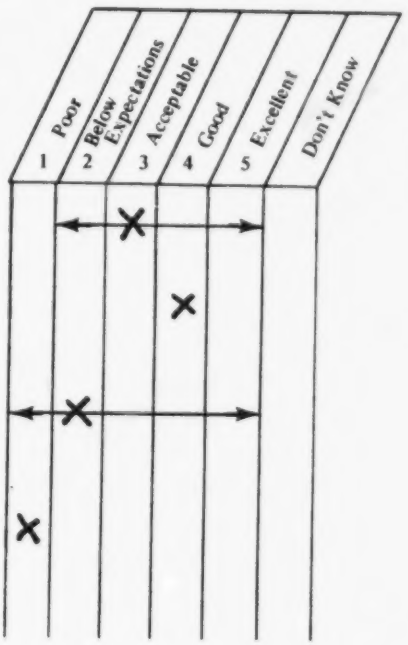
EXAMPLES

Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.

Quality of occupational instruction for the handicapped.

Provision for vocational work experience in occupational education programs for the handicapped.

Systematic follow-up of handicapped students who have completed occupational programs.



COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

1.1	Development and communication of goals for job-related educational programs for handicapped students (i. e., those students with physical, mental, emotional and other health-impairing handicaps).	16
1.2	Degree to which enrollment objectives are set for the number of handicapped students sought in each occupational (i.e., job preparation) program.	17
1.3	Number of handicapped students actually enrolled in occupational programs in relation to enrollment objectives.	18
1.4	Number of handicapped students who complete occupational programs, including jobouts.*	19
1.5	Handicapped student placements (employment or related advanced education) in relation to completions.	20
1.6	Information on job success of handicapped former students in field of preparation.	21

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
22						

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1	Agreement of the VEA District Vocational Education Plan for handicapped students with actual programs in operation.	23
2.2	Quality of occupational instruction for the handicapped.	24
2.3	Provision of special modified courses for students with particular handicaps.	25
2.4	Growth and/or modification of offerings available to the handicapped during past five years.	26
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs for the handicapped.	27
2.6	Provision for vocational work experience in occupational education programs for the handicapped.	28

29

*Students leaving school for employment in field of preparation prior to completing college program of studies.

Please disregard. To be used for data processing.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES

			Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
3.1	Administration's commitment to occupational education for the handicapped.	30							
3.2	Organization for effective coordination and direction of occupational education for the handicapped.	31							
3.3	Recognition by the faculty and administration of the importance of the position of Enabler for the Handicapped.	32							
3.4	Awareness of the college's occupational education goals for the handicapped by all faculty and staff.	33							
3.5	Emphasis upon occupational education counseling and guidance to handicapped students.	34							
3.6	Effectiveness in finding employment for handicapped students and contributing to their on-going job success.	35							
3.7	Recruitment of handicapped students into occupational education programs.	36							
	Systematic follow-up of handicapped students:	37							
3.8	Who have completed occupational programs.	38							
3.9	Who have dropped out.	39							
3.10	Who have completed college transfer programs.	40							
3.11	Use of job success and failure information of handicapped student graduates in program improvement.	41							
3.12	Promotion of occupational education's strengths, merits, and opportunities for handicapped students to the public and its representatives.	42							
3.13	Participation of handicapped students in developing the VEA District Vocational Education Plan for the handicapped.	43							
3.14	Systematic collection and use of information on employment opportunities and community needs for occupational programs available to the handicapped (labor market data, etc.).	44							
3.15	Coordination of college's community occupational education needs analysis with those of agencies in the area which work with the handicapped.	45							
3.16	Use of off-campus resources to assist in gathering identification data on handicapped students.	46							
3.17	Use of on-campus resources to assist in gathering identification data on handicapped students.	47							
3.18	Special assistance and information provided for handicapped students.	48							

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES

		Keypunch Instructions
4.1	Provision for coordination and/or direction of handicapped programs and support services.	49
4.2	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the handicapped.	50
4.3	Number of staff necessary for programs and service implementation.	51
4.4	Qualifications of instructional staff working with the handicapped.	52
4.5	In-service education opportunities for occupational faculty and staff working with handicapped students (e.g., teacher training programs, special institutes, seminars, workshops and conferences).	53
4.6	Provisions for systematic evaluation of program and service personnel.	54
4.7	Use of paraprofessionals (e.g., aides, teacher assistants) to assist with the handicapped.	55
4.8	Adequacy and availability of instructional facilities (excluding equipment) for the handicapped.	56
4.9	Adequacy and availability of instructional equipment adapted for use by the handicapped.	57
4.10	Adequacy and availability of special instructional materials for the handicapped.	58
4.11	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.	59
4.12	Use of advisory committee(s) for the handicapped.	60
4.13	Use of community resources related to the handicapped in class instruction (e.g., field trips, outside speakers, borrowed equipment).	61
4.14	Contributions of personnel, equipment and/or funds from labor, business, industry and the professions, to assist handicapped students.	62
	Provisions in current operating budget for:	
4.15	Instructional programs for the handicapped.	63
4.16	Support services for the handicapped.	64
	Provisions in capital outlay budget for:	
4.17	Programs and services for the handicapped.	65

Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know

Confidential

H-1

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

Please answer the following: (Use extra sheets if necessary)

1. What are the chief occupational education strengths of your college as related to the handicapped?

2. What are the needed major improvements, if any, in occupational education for the handicapped in your college and what action is required to achieve these improvements?

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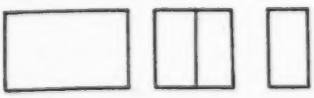

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE PROFESSIONALS' PERCEPTIONS

OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

FOR THE HANDICAPPED

Your college has requested appraisal of its occupational education programs and services for the handicapped through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

A particularly important part of the appraisal process is the securing, and synthesizing, of the perceptions of college professionals from the viewpoint of the programs and services in which they are involved. (These persons include the college enabler for handicapped students, occupational instructors, division chairmen, department heads, counselors and administrators.)

This form is designed to secure your perceptions. Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of occupational education programs and services for the handicapped in your college. The items you are asked to rate are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

"Handicapped" refers to those students with physical or mental disabilities who cannot or are not succeeding in regular occupational programs and who, for that reason, require specially designed programs or related services. Such students include those who are speech impaired, hard of hearing, deaf, seriously emotionally disturbed, crippled, mentally retarded or visually impaired.

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so that information from your college will be complete. ***Don't know***, ***not applicable*** and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously ***below expectations***.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

GOALS AND MEASURABLE PROGRAM OBJECTIVES

1.1	Development and communication of goals for job-related educational programs for handicapped students (i.e., those students with physical, mental, emotional and other health-impairing handicaps).	16
1.2	Degree to which enrollment objectives are set for the number of handicapped students sought in each occupational (i.e., job preparation) program.	17
1.3	Number of handicapped students actually enrolled in occupational programs in relation to enrollment objectives.	18
1.4	Number of handicapped students who complete occupational programs, including jobouts.*	19
1.5	Handicapped student placements (employment or related advanced education) in relation to completions.	20
1.6	Information on job success of handicapped former students in field of preparation.	21

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1	Agreement of the VEA District Vocational Education Plan for handicapped students with actual programs in operation.	22
2.2	Quality of occupational instruction for the handicapped.	23
2.3	Provision of special modified courses for students with particular handicaps.	24
2.4	Growth and/or modification of offerings available to the handicapped during past five years.	25
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs for the handicapped.	26
2.6	Provision for vocational work experience in occupational education programs for the handicapped.	27
		28
		29

Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
	1	2	3	4	5	

*Students leaving school for employment in field of preparation prior to completing college program of studies.

Please disregard. To be used for data processing

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COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

PROCESSES: SUPPORT PROCESSES

			Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
3.1	Administration's commitment to occupational education for the handicapped.	30							
3.2	Organization for effective coordination and direction of occupational education for the handicapped.	31							
3.3	Recognition by the faculty and administration of the importance of the position of Enabler for the Handicapped.	32							
3.4	Awareness of the college's occupational education goals for the handicapped by all faculty and staff.	33							
3.5	Emphasis upon occupational education counseling and guidance to handicapped students.	34							
3.6	Effectiveness in finding employment for handicapped students and contributing to their on-going job success.	35							
3.7	Recruitment of handicapped students into occupational education programs.	36							
	Systematic follow-up of handicapped students:	37							
3.8	Who have completed occupational programs.	38							
3.9	Who have dropped out.	39							
3.10	Who have completed college transfer programs.	40							
3.11	Use of job success and failure information of handicapped student graduates in program improvement.	41							
3.12	Promotion of occupational education's strengths, merits, and opportunities for handicapped students to the public and its representatives.	42							
3.13	Participation of handicapped students in developing the VEA District Vocational Education Plan for the handicapped.	43							
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3.15	Coordination of college's community occupational education needs analysis with those of agencies in the area which work with the handicapped.	45							
3.16	Use of off-campus resources to assist in gathering identification data on handicapped students.	46							
3.17	Use of on-campus resources to assist in gathering identification data on handicapped students.	47							
3.18	Special assistance and information provided for handicapped students.	48							

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

RESOURCES

			Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
4.1	Provision for coordination and/or direction of handicapped programs and support services.	49							
4.2	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the handicapped.	50							
4.3	Number of staff necessary for programs and service implementation.	51							
4.4	Qualifications of instructional staff working with the handicapped.	52							
4.5	In-service education opportunities for occupational faculty and staff working with handicapped students (e.g., teacher training programs, special institutes, seminars, workshops and conferences).	53							
4.6	Provisions for systematic evaluation of program and service personnel.	54							
4.7	Use of paraprofessionals (e.g., aides, teacher assistants) to assist with the handicapped.	55							
4.8	Adequacy and availability of instructional facilities (excluding equipment) for the handicapped.	56							
4.9	Adequacy and availability of instructional equipment adapted for use by the handicapped.	57							
4.10	Adequacy and availability of special instructional materials for the handicapped.	58							
4.11	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.	59							
4.12	Use of advisory committee(s) for the handicapped.	60							
4.13	Use of community resources related to the handicapped in class instruction (e.g., field trips, outside speakers, borrowed equipment).	61							
4.14	Contributions of personnel, equipment and/or funds from labor, business, industry and the professions, to assist handicapped students.	62							
	Provisions in current operating budget for:	63							
4.15	Instructional programs for the handicapped.								
4.16	Support services for the handicapped.	64							
	Provisions in capital outlay budget for:	65							
4.17	Programs and services for the handicapped.								

66

Please elaborate on your views, if you so desire. Use extra sheets if necessary.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

1. What are the chief occupational education strengths of your college as related to the handicapped?

2. What are the needed major improvements, if any, in occupational education for the handicapped in your college and what action is required to achieve these improvements?

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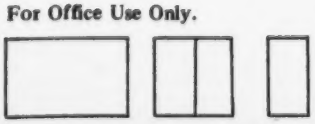

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE HANDICAPPED

Your college wants to find out how good a job it is doing in providing occupational education programs and services for handicapped students.

As you know, handicapped students include those who are speech impaired, hard of hearing, deaf, seriously emotionally disturbed, crippled, mentally retarded or visually impaired.

To evaluate programs and services for the handicapped here and on other campuses in the state, the Chancellor's Office of the California Community Colleges has sponsored the development of a special process, which includes finding out what students think.

This form is designed for that purpose. We think student views are very valuable, and we would appreciate your cooperation in providing the information requested on the following pages.

Many thanks!

Confidential

H-5

Name of College: _____

Date _____

What occupation are you studying for?

_____

Are you handicapped? ____ Yes ____ No

_____
(Type of handicap)

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
1.	Reputation of the college as a place for handicapped students to prepare for employment?	16						
2.	Quality of instruction and courses available to assist handicapped students prepare for work?	17						
3.	Adequacy of special facilities on campus to assist handicapped students. (Toilets, maps, adaptive instructional equipment, etc.)?	18						
4.	Adequacy of special instructional materials to assist handicapped students. (Visual aids, texts, handouts.)?	19						
5.	Willingness and desire of instructors to assist and accommodate handicapped students?	20						
6.	Availability and helpfulness of counselors in career-planning and job preparation?	21						
7.	Availability of information about college programs which prepare for various occupations?	22						
8.	Provision of special classes for students with particular handicaps?	23						
9.	Provision of special assistance outside the classroom (tutors, readers, etc.)?	24						
10.	Provision of club or other special interest or social group activities for handicapped students?	25						
11.	Helpfulness in finding employment for handicapped students and contributing to their on-going success?	26						
		27						

Please disregard. To be used for data processing.

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COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

STUDENT PERCEPTIONS' OF OCCUPATIONAL EDUCATION

What are the strong points of the college's programs which allow handicapped students to prepare for work?

How would you improve the occupational programs and the services available to handicapped students?

Please help us to evaluate this form by completing the questions below. Use additional page if required.

1. Do you think all questions are clear? Yes _____ No _____
   (Give numbers of those unclear)

2. Are there questions that are inappropriate? Yes _____ No _____
   (Give numbers below)

3. Are there other questions we should ask? Yes _____ No _____
   (Please list any below)

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COMMUNITY PERCEPTIONS

OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

FOR THE HANDICAPPED

Your community college is conducting a self-appraisal to determine the effectiveness of its occupational education programs and services for handicapped students.

This is an important project because, as you know, the handicapped need special assistance to successfully prepare for employment.

For the purposes of such self-appraisals, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes securing the very valuable views of a college's occupational education advisory committee members and other community representatives.

This form is designed to obtain your views. We would greatly appreciate your co-operation in providing the information requested on the following pages. Since your identity will not be linked with your responses, please do not sign the form. But please do be sure to specify the name of the advisory committee on which you serve or the organization with which you are affiliated.

Many thanks!

Confidential

H-6

Name of College _____

Indicate your relationship to college: (check one)

Community Agency Representative

College Advisory Committee Member

Other _____

How often does this group meet with the college?

_____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

In what ways have you (or your agency) been asked to participate in college affairs affecting handicapped students?

_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

Please answer all questions based on your contact with the college in the capacity of a community representative or advisory committee member.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Reputation of the college as a place for handicapped students to prepare for employment?	16						
2.	Efforts the college makes to identify disabled students and refer them to appropriate community agencies?	17						
3.	Acceptance in this general community of handicapped persons for employment?	18						
4.	Quality of instruction and courses available to assist handicapped students prepare for employment?	19						
5.	Efforts made in the community by the college to recruit handicapped students and promote college programs which prepare them for employment?	20						
6.	Support and assistance from the general community for the employment-preparation education provided by the college for handicapped students?	21						
7.	Administration's responsiveness to handicapped students who seek occupational programs?	22						
8.	Efforts of the college to contact employers who might provide jobs for the handicapped?	23						
9.	Success on the job of the college's graduates employed in occupations or by employers familiar to you?	24						
10.	Instruction and courses made available by the college for handicapped persons now employed to upgrade or retrain themselves?	25						
11.	Adequacy of instructional facilities and adaptive equipment in the college?	26						
12.	Provision for work experience to give job exposure/experience to handicapped students?	27						
13.	Responsiveness of the college to suggestions from your agency, group, or advisory committee?	28						

Please disregard. To be used for data processing. 29

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

What are the strong points of the occupational program as it affects handicapped students?

What are the principal needs for improvement in services or occupational programs for handicapped students?

Please help us evaluate this form by completing the questions below.

1. Do you think all questions are clear? Yes____ No___
   (Give numbers of those unclear.)

2. Are there questions that are inappropriate? Yes____ No _____
   (Give numbers below.)

3. Are there other questions we should ask? Yes ____ No _____
   (Please list any below.)

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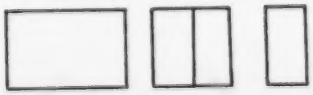

College: _____

Date: _____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE HANDICAPPED

GOALS AND MEASURABLE PROGRAM OBJECTIVES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
1.1	Development and communication of goals for job-related educational programs for handicapped students (i.e., those students with physical, mental, emotional and other health-impairing handicaps).	16					
1.2	Degree to which enrollment objectives are set for the number of handicapped students sought in each occupational (i.e., job preparation) program.	17					
1.3	Number of handicapped students actually enrolled in occupational programs in relation to enrollment objectives.	18					
1.4	Number of handicapped students who complete occupational programs, including jobouts.*	19					
1.5	Handicapped student placements (employment or related advanced education) in relation to completions.	20					
1.6	Information on job success of handicapped former students in field of preparation.	21					

PROCESSES: INSTRUCTIONAL PROGRAMS

		22					
2.1	Agreement of the VEA District Vocational Education Plan for handicapped students with actual programs in operation.	23					
2.2	Quality of occupational instruction for the handicapped.	24					
2.3	Provision of special modified courses for students with particular handicaps.	25					
2.4	Growth and/or modification of offerings available to the handicapped during past five years.	26					
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs for the handicapped.	27					
2.6	Provision for vocational work experience in occupational education programs for the handicapped.	28					
		29					

*Students leaving school for employment in field of preparation prior to completing college program of studies.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions
		1 Poor / 2 Below Expectations / 3 Acceptable / 4 Good / 5 Excellent
3.1	Administration's commitment to occupational education for the handicapped.	30
3.2	Organization for effective coordination and direction of occupational education for the handicapped.	31
3.3	Recognition by the faculty and administration of the importance of the position of Enabler for the Handicapped.	32
3.4	Awareness of the college's occupational education goals for the handicapped by all faculty and staff.	33
3.5	Emphasis upon occupational education counseling and guidance to handicapped students.	34
3.6	Effectiveness in finding employment for handicapped students and contributing to their on-going job success.	35
3.7	Recruitment of handicapped students into occupational education programs.	36
	Systematic follow-up of handicapped students:	37
3.8	Who have completed occupational programs.	38
3.9	Who have dropped out.	39
3.10	Who have completed college transfer programs.	40
3.11	Use of job success and failure information of handicapped student graduates in program improvement.	41
3.12	Promotion of occupational education's strengths, merits, and opportunities for handicapped students to the public and its representatives.	42
3.13	Participation of handicapped students in developing the VEA District Vocational Education Plan for the handicapped.	43
3.14	Systematic collection and use of information on employment opportunities and community needs for occupational programs available to the handicapped (labor market data, etc.).	44
3.15	Coordination of college's community occupational education needs analysis with those of agencies in the area which work with the handicapped.	45
3.16	Use of off-campus resources to assist in gathering identification data on handicapped students.	46
3.17	Use of on-campus resources to assist in gathering identification data on handicapped students.	47
3.18	Special assistance and information provided for handicapped students.	48

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SUMMARY PROFILE BY SITE VISIT TEAM

RESOURCES

4.1	Provision for coordination and/or direction of handicapped programs and support services.	49
4.2	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the handicapped.	50
4.3	Number of staff necessary for programs and service implementation.	51
4.4	Qualifications of instructional staff working with the handicapped.	52
4.5	In-service education opportunities for occupational faculty and staff working with handicapped students (e.g., teacher training programs, special institutes, seminars, workshops and conferences).	53
4.6	Provisions for systematic evaluation of program and service personnel.	54
4.7	Use of paraprofessionals (e.g., aides, teacher assistants) to assist with the handicapped.	55
4.8	Adequacy and availability of instructional facilities (excluding equipment) for the handicapped.	56
4.9	Adequacy and availability of instructional equipment adapted for use by the handicapped.	57
4.10	Adequacy and availability of special instructional materials for the handicapped.	58
4.11	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.	59
4.12	Use of advisory committee(s) for the handicapped.	60
4.13	Use of community resources related to the handicapped in class instruction (e.g., field trips, outside speakers, borrowed equipment).	61
4.14	Contributions of personnel, equipment and/or funds from labor, business, industry and the professions, to assist handicapped students.	62
	Provisions in current operating budget for:	63
4.15	Instructional programs for the handicapped.	
4.16	Support services for the handicapped.	64
	Provisions in capital outlay budget for:	
4.17	Programs and services for the handicapped.	65
		66

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent

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